DOCUMENT RESUME

ED 354 116 RC 018 950

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TITLE Please...Just Listen...Rural Schools in the United States Today.
PUB DATE Sep 92
NOTE 19p.; Paper presented at the State Writing Conference of the Missouri Association of Teachers of English (Jefferson City, MO, September, 1992).
PUB TYPE Viewpoints (Opinion/Position Papers, Essays, etc.) (120) -- Speeches/Conference Papers (150)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Community Involvement; Course Selection (Students); *Educational Change; Educational Policy; English Curriculum; High Schools; Public Education; Public Schools; Rural Education; Rural Schools; *Thinking Skills
IDENTIFIERS Empowerment; *Missouri; *Outcome Based Education

ABSTRACT

Educators in Missouri must take offensive action promoting public education to counteract the negative press received nationwide in recent years. Communities should organize committees to address the needs of its students and address these needs with specific goals. Regional and state goals should also be made, keeping local goals in mind. St. James schools in Missouri have established such goals and are making progress in implementing them. One goal involves expanding curricula to maximize students' cultural and societal expertise. Students are involved in deciding curriculum offerings. A second goal emphasizes the development of thinking skills and problem solving using appropriate technologies. A third goal advocates outcome-based education. The following proposals for educational reform in Missouri are presented: (1) networking and establishment of regional educational areas; (2) qualified teachers prepared to teach in rural schools; (3) expansion of English offerings through scheduling, cross discipline teaching, team teaching, or community involvement; (4) reforms in credits for graduation; (5) sabbaticals for teachers to improve expertise; (6) development of the affective domain; and (7) empowerment for students, teachers, parents, administrators, and school boards. (KS)

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PLEASE...JUST LISTEN...RURAL SCHOOLS IN THE UNITED STATES TODAY

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PLEASE...JUST LISTEN...RURAL SCHOOLS IN THE UNITED STATES TODAY

THE YEAR 2000 SEEMS A LONG WAY AWAY, AND YET-AFTER THIS SCHOOL YEAR, IT WILL BE ONLY SEVEN YEARS. HOWEVER, IT IS OFTEN DIFFICULT TO THINK ABOUT THE FUTURE, WHEN THERE ARE PRESSING PROBLEMS FACING-NOT ONLY RURAL EDUCATION, BUT PUBLIC EDUCATION ACROSS THE UNITED STATES. ACCORDING TO THE ROLLA DAILY NEWS, SUNDAY, SEPTEMBER 12, 1992, IN AN ARTICLE BY STEVE GAYNOR ENTITLED-DIRE STRAITS: DENT-PHELPS SCHOOL ISN'T THE ONLY DISTRICT IN TROUBLE, ACCORDING TO THE ARTICLE, QUOTE: "ALTHOUGH STATE EDUCATION OFFICIALS ARE STILL TABULATING REPORTS FROM 538 PUBLIC SCHOOL DISTRICTS, PRELIMINARY FIGURES INDICATE THE OVERALL FINANCIAL CONDITION OF MISSOURI SCHOOL DISTRICTS DETERIORATED DURING THE PAST YEAR." UNQUOTE-THE BASIC PROBLEMS FACING PUBLIC EDUCATION HAS GRADUALLY WORSENED IN THE PAST TEN-TO-TWELVE YEARS. EDUCATION HAS BEEN CAUGHT IN THE QUAGMIRE OF INACTION, NON-INTEREST, AND POLITICS. EDUCATION IS SUFFERING FROM A LACK OF LEADERSHIP AND A POLITICAL AGENDA NOT EQUITABLE FOR ALL PUBLIC SCHOOLS. IT IS NECESSARY-NOW-TO ESTABLISH AN EDUCATIONAL POLICY INDEPENDENT OF LIP SERVICE, SOCIETAL NONINVOLVEMENT, AND POLITICS. THE STRESS ON EDUCATION, IN THE PAST FEW YEARS, HAS BEEN A DIVISIVE AGENDA TO DIVIDE THOSE TRUTHFULLY CONCERNED WITH EDUCATION, AND FURTHER, TO WEAKEN THE-PUBLIC-IN PUBLIC EDUCATION. THE DIVISION PLACES URBAN VERSUS RURAL, HIGHER EDUCATION VERSUS SECONDARY/ELE-MENTARY EDUCATION, AND THE PRIVATE VERSUS PUBLIC EDUCATION.

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IN THE UNITED STATES, WE TAKE PRIDE IN OUR WINNING ATTITUDE, AND YET, THIS ATTITUDE HAS NOT BEEN DIRECTED AT THIS NATION'S PRIMARY RESOURCE-OUR YOUTH. WE GIVE LIP-SERVICE, BUT AS A PRIORITY, WE SIMPLY LET EDUCATION SLIP-YEAR-AFTER-YEAR INTO THE BACKGROUND. AS A REPRESENTATIVE, OF NOT ONLY RURAL EDUCATION, BUT HOPEFULLY THE EDUCATIONAL PROCESS, I WANT TO STATE HERE, THAT I AM TIRED OF THE NEGATIVE PRESS THAT PUBLIC EDUCATION HAS AND IS RECEIVING. IT IS TIME FOR EDUCATORS IN MISSOURI TO STOP TAKING THE DEFENSIVE AND START AN OFFENSIVE IN PROMOTING PUBLIC EDUCATION IN MISSOURI. LIKE A FOOTBALL TEAM, IT IS NECESSARY TO HAVE A GREAT DEFENSE TO BE SUCCESSFUL, BUT UNLESS THE TEAM CAN CONNECT-SCORE-WHEN ON THE OFFENSIVE, THE POINTS ARE SIMPLY NOT MADE, AND THE GAME IS LOST. I THINK IT IS ABSOLUTELY NECESSARY-TODAY-FOR EDUCATORS IN MISSOURI; TEACHERS, ADMINISTRATORS, SCHOOL BOARD MEMBERS, PARENTS, STUDENTS, AND COMMUNITIES (AS AN ENTITY) TO GO ON THE OFFENSIVE-PROMOTE PUBLIC EDUCATION AND MAKE SURE THE TWENTY-FIRST CENTURY BEGINS WITH AN ESTABLISHED AND WELL-CONCEIVED EDUCATIONAL PLAN FOR ALL YOUTH, NOT ONLY IN MISSOURI, BUT IN THE UNITED STATES.

SINCE WE ARE PRIMARILY ENGLISH TEACHERS ATTENDING THIS CONVENTION, I WILL USE THE ENGLISH DISCIPLINE AS A MODEL TO ILLUSTRATE WHAT I SEE NEEDED IN RURAL EDUCATION (WHICH I THINK IS APPLICABLE TO ALL EDUCATION IN MISSOURI). THE FIRST STEP, I FEEL, THAT IS NEEDED TO TRUTHFULLY ADDRESS EDUCATIONAL NEEDS OF MISSOURI IS COMMUNITY INVOLVEMENT.

NO, NOT JUST THOSE WHO WANT TO RUN THE SHOW, BUT EVERYONE-TRUTHFULLY-CONCERNED AND DEDICATED TO THE CONCEPT THAT STRIVING FOR THE BEST IN EDUCATION IS REALISTIC AND ACCOMPLISHABLE. EACH COMMUNITY NEEDS TO ORGANIZE COMMITTEES TO ADDRESS THE NEEDS OF ITS STUDENTS AND ADDRESS THESE NEEDS WITH SPECIFIC GOALS, ESTABLISHED BY CONSENSUS. ONCE LOCAL DISTRICTS HAVE ESTABLISHED GOALS: A REGIONAL COMMITTEE NEEDS TO MEET AND ESTABLISH GOALS (INCORPORATING LOCAL IF APPLICABLE...MAKING SURE LOCAL DISTRICTS KEEP THEIR GOALS FOR IMPLEMENTATION) AND SENDING THESE GOALS TO A STATE LEVEL, WHERE FURTHER GOALS CAN BE ESTABLISHED (WITH REPRESENTATIVES FROM ALL REGIONS). IF ANYONE BELIEVES THAT A STATE OR NATIONAL PLAN FOR ALL SCHOOL DISTRICTS EXISTS, I WOULD LIKE IT EXPLAINED. THE NATIONAL APPROACH TO EDUCATION IS A FRAGMENTED ATTEMPT TO PUT OUT THE BRUSH FIRES THAT SPRING UP (FEEBLE AT BEST), BUT LIKE THE YELLOWSTONE FIRES A FEW YEARS AGO, TOO MUCH IS BURNED, BEFORE A REMEMDY (POLICY) IS APPLIED. ST. JAMES HAS BEGUN THIS PROCEDURE AND HAS ESTABLISHED TWELVE LOCAL GOALS, AND FURTHER, HAS IN PROGRESS A YEARLY UPDATE TO IMPLEMENT THESE GOALS. IN THE AREA OF ENGLISH THE FOLLOWING GOALS DIRECTLY APPLY:

GOAL ONE: WE WILL REEVALUATE AND IMPLEMENT METHODS THAT WILL MAXIMIZE STUDENTS' CULTURAL AND SOCIETAL EXPERTISE THROUGH EXPANDED CURRICULA.

ST. JAMES HAS GONE TO A TEN-BLOCK FLEXIBLE SCHEDULE THIS YEAR. TO ADDRESS THIS GOAL, ST. JAMES NOW OFFERS THIRTY-

FIVE COURSE OFFERINGS IN ENGLISH-GRADES 7-12. THIS CHANGE IN SCHOOL SCHEDULE HAS RESULTED IN 51 ADDITIONAL SECTIONS IN ENGLISH. TUTORIAL CLASSES IN ENGLISH DEAL WITH UNITS STRESSING THINKING SKILLS, BETTER CITIZENSHIP, EXPANDED READING/WRITING EXPERIENCES, AND BETTER SELF-CONCEPT-TO NAME A FEW. TO BEST EXPLAIN THE DIFFERENCE, LET ME USE MY SCHEDULE FROM LAST YEAR TO THIS YEAR. LAST YEAR-SEVEN PERIOD DAY. ENGLISH IV-TWO SECTIONS AND ONE SECTION EACH-COMPOSITION AND RHETORIC I/II (COLLEGE CREDIT), APPLIED ENGLISH IV, AND ADVANCED ENGLISH 9- THIS YEAR: COMPOSITION I/II-~~TWO~~ Three SECTIONS, COMPOSITION AND RHETORIC I/II-ONE SECTION, WRITER"S WORKSHOP I/II-TWO SECTIONS, NOVELS I/II-ONE SECTION, AND ADVANCED ENGLISH 9-ONE SECTION. STUDENT ENROLLMENT IN MY CLASSES HAS GONE FROM 89 TO 149 STUDENTS. THE COURSES OFFERED WERE THE RESULT OF STUDENT INPUT ON WHAT THEY WANTED TO TAKE, NOT ALL CLASSES OFFERED RESULTED IN SECTIONS BEING OFFERED: CLASS ENROLLMENT WAS THE DETERMINING FACTOR. FURTHER THE CARNEGIE UNIT IS GONE. STUDENTS WHO ARE NINTH GRADERS WILL BE REQUIRED FIVE ENGLISH CREDITS (3 CREDITS WILL ~~COME~~ be from REQUIRED COURSES ON GRADES 9-11) AND ELECTIVES (2)-WITH 1/2 CREDIT IN SPEECH-REQUIRED. IN THIS PROCESS, A STUDENT WILL EXPERIENCE THE BASICS IN THE CURRICULUM GUIDE, AND FURTHER, BE ABLE TO ADD TO HIS/HER KNOWLEDGE IN THE ENGLISH ARENA. THIS YEAR, ALL ELECTIVES IN HIGH SCHOL-EXCEPT THE COLLEGE CREDIT COURSE-IS OPEN TO STUDENTS IN GRADES 9-12, WITH PREREQUISITES IN PLACE. LOOKING AT THE SCHOOL AS AN ENTITY, WHICH IS ABSOLUTELY NECESSARY, WITH THE NEW SCHEDULE-WE OFFER 64 NEW QUARTER

CLASSES, 56.5 NEW SEMESTER CLASSES, AND 175 NEW YEARLY OFFERINGS. STATISTICS, I REALIZE, ARE ALWAYS THROWN OUT...TO STATE IT PLAINLY-THROUGH SCHEDULING CHANGE, THE RESULT HAS BEEN AN INCREASED OPPORTUNITY FOR STUDENTS TO EXPERIENCE CLASSES THAT THEY FEEL ARE NEEDED FOR THEIR FUTURE. STUDENT EMPOWERMENT, IN HELPING DECIDE CURRICULUM OFFERINGS IS A MUST-THE ICONS OF ENGLISH OFFERINGS NO LONGER STAND-WE MUST ADDRESS OUR STUDENT'S NEEDS. WE AS TEACHERS OF ENGLISH ARE THEIR TO GUIDE, NOT DOMINATE WHAT IS IMPORTANT. LET ME SAY HERE, THE SCHEDULE CHANGE HAS NOT BROUGHT ABOUT AN UTOPIA-WE HAVE APPROXIMATELY 20 SECTIONS WITH AN EXCESS OF 30 STUDENTS...MANY IN PHYSICAL EDUCATION. FURTHER, THERE ARE APPROXIMATELY 58 SECTIONS WITH 28-30 STUDENTS, AGAIN ACROSS THE CURRICULUM. I AM HAPPY TO SAY THAT IN ENGLISH ALL CLASSES ARE 25 STUDENTS OR UNDER. ANY NEW PLAN HAS PROBLEMS, AND I AM SURE THAT WITH TIME AND CONSISTENT GOALS, THESE PROBLEMS WILL BE ERADICATED. AN IMPORTANT GROUP IS NEEDED HERE: ADMINISTRATORS, TEACHERS (WITH EMPHASIS ON GUIDANCE PERSONNEL), AND COMMUNITY INVOLVEMENT. WE DO NEED MORE TEACHERS: HOWEVER, WITH A WAGE FREEZE NOW FOR THE PAST THREE YEARS-WE DO BETTER THAN CAN BE EXPECTED-IN FACT, I THINK WE DO EXTREMELY WELL. FINANCES ARE NEEDED AND WITHOUT A CLEAR, DIRECT LOOK AT STATE FUNDING, NOT ONLY RURAL SCHOOLS, BUT MANY URBAN SCHOOLS ARE AND WILL BE FACING CLOSURE. IT IS TIME TO STOP PLAYING POLITICS HERE IN JEFFERSON CITY, AND WORK TOGETHER TO MORE EQUALLY DISTRIBUTE MONEY TO SCHOOLS-AND FURTHER, TO ESTABLISH FINANCIAL SUPPORT FOR ALL PUBLIC EDUCATION.. I

WOULD LIKE TO SEE AN EDUCATIONAL PROGRAM FOR MISSOURI-NOT AN IDEOLOGICAL POLITICAL PROGRAM.

GOAL TWO: WE WILL PROVIDE APPROPRIATE TECHNOLOGIES INTO ALL EDUCATIONAL PROGRAMS AND SERVICES FOR DEVELOPMENT OF THINKING SKILLS AND PROBLEM SOLVING.

THANKS LARGELY TO THE INCENTIVE GRANT PROGRAM-WE WERE ABLE TO EMPLOY INTO OUR WRITING LAB A PERSON WHO IS AVAILABLE FOUR PERIODS A DAY TO IMPLEMENT A PROGRAM OF LOCAL WRITING ASSESSMENT, UNITS WHERE MMAT SCORES NEED ATTENTION, COOPERATION WITH THE COMPUTER LAB, AND FOLLOW UP ON MASTERY LEARNING. FURTHER, THE LIBRARY HAS STARTED AN AUTOMATION PROCESS FROM ANOTHER INCENTIVE GRANT. IN MY OPINION THE INCENTIVE GRANT PROGRAM IS AN ESSENTIAL STEP IN THE IMPROVEMENT OF EDUCATION IN MISSOURI-STRIVING FOR EXCELLENCE, AND FURTHER, I FEEL THE RESULTS WOULD INDICATE THAT THIS IS A PROGRAM THAT SHOULD BE OUT OF THE POLITICAL REALM-WHEN A PROGRAM WORKS AND THE RESULTS INDICATE AN AFFIRMATION OF EXCELLENCE-LEAVE IT ALONE. FURTHER, IN ENGLISH, THINKING SKILL OBJECTIVES ARE INCORPORATED INTO ALL UNITS AND INCLUDES PROBLEM SOLVING.

GOAL THREE: WE WILL EVALUATE OUR INSTRUCTIONAL PROGRAM TO FOCUS ON AN OUTCOME-BASED CURRICULUM.

THE BASIS OF THIS FORMAT, ACCORDING TO WILLIAM G. SPADY AND KIT J. MARSHALL, IN THEIR ARTICLE ENTITLED BEYOND TRADITIONAL OUTCOME-BASED EDUCATION, OCTOBER, 1991, EDUCATIONAL LEADERSHIP-THE OBE IS FOCUSED ON THREE BASIC PREMISES:

1) ALL STUDENTS CAN LEARN AND SUCCEED (BUT NOT ON THE SAME DAY IN THE SAME WAY).

2) SUCCESS BREEDS SUCCESS.

and 3) SCHOOLS CONTROL THE CONDITIONS OF SUCCESS.

WHEN LOCAL SCHOOL COMMUNITIES (WHETHER RURAL OR URBAN) ESTABLISH GOALS AND WORK TOWARDS THESE GOALS, EVEN THOUGH THEY WILL BE DIVERSE ACROSS THE STATE, THE RESULT MAY WELL ADDRESS THE RESTRUCTURING OF MISSOURI SCHOOLS. IN THEIR ARTICLE, SPADY AND MARSHALL STATE:

ADVOCATES OF OUTCOME_bASED EDUCATION AGREE8 THAT AN OUTCOME IS A SUCCESSFUL DEMONSTRATION OF LEARNING THAT OCCURS AT THE CULMINATING POINT OF A SET OF LEARNING EXPERIENCES...ADHERENTS OF OBE SEEK TO APPLY OUR KEY PRINCIPLES TO THE DESIGN, DOCUMENTATION, AND DECISION_MAKING WORK OF SCHOOLING.

THEY PROVIDE FOUR AREAS TO CONSIDER:

1) ENSURE CLARITY OF FOCUS ON OUTCOMES OF SIGNIFICANCE

2) DESIGN DOWN FROM ULTIMATE OUTCOMES

3) EMPHASIZE HIGH EXPECTATIONS FOR ALL TO SUCCEED AND 4) PROVIDE EXPANDED OPPORTUNITY AND SUPPORT FOR LEARNING SUCCESS.

ANOTHER ARTICLE OF INTEREST ON OUTCOME-BASED EDUCATION IS THE ARTICLE BY JEAN A. KING AND KAREN M. EVANS ENTITLED: CAN WE ACHIEVE OUTCOME-BASED EDUCATION?-ALSO IN THE OCTOBER ISSUE OF EDUCATIONAL LEADERSHIP.

A SUBPOINT IN ONE OF THE LOCAL GOALS IN ST. JAMES STATES IMPROVEMENT IN ORAL AND WRITTEN COMMUNICATION. WITH THE INSTILLING OF A NEW SCHEDULE, THE ENGLISH DEPARTMENT HAS FOCUSED ON CROSS DISCIPLINE, THE BASICS, MASTERY LEARNING AND OVERALL IMPROVEMENT OF ALL STUDENTS IN ORAL AND WRITTEN COMMUNICATION EXPERIENCES.

TO UNDERSTAND MY BACKGROUND AND FURTHER TO PUT INTO PERSPECTIVE MY PRIMARY PURPOSE TODAY-IS A RESULT OF HAVING BEEN EDUCATED IN A RURAL SCHOOL, TEACHING IN ✗ THREE RURAL SCHOOLS, BEING AFFILIATED WITH THE NCTE RURAL ENGLISH COMMITTEE FOR SIX YEARS, AND AS NATIONAL ASSOCIATE CHAIR FOR ARTE-ASSEMBLY OF RURAL TEACHERS OF ENLIGH FOR TWO YEARS. I TAKE PRIDE IN MY RURALNESS AND IN RURAL EDUCATION. I HAVE ALWAYS FELT THAT RURAL EDUCATION IS NOT A SEPARATE PART OF PUBLIC EDUCATION; HOWEVER, THERE ARE TIMES WHEN MYSELF AND MANY RURAL EDUCATORS FEEL WE ARE NOT PART OF THE EDUCATION SCENE, NOT BECAUSE WE DO NOT HAVE EXPERTISE, BUT BECAUSE WE ARE A MINORITY. LIKE URBAN SCHOOL DISTRICTS, RURAL SCHOOL

DISTRICTS ARE DIVERSE, NOT ONLY IN MISSOURI, BUT ACROSS THE UNITED STATED. I HAVE TALKED WITH ENGLISH TEACHERS FROM MONTANA, IDAHO, AND OTHER STATES WHO FEEL ISOLATED: NOT ONLY GEOGRAPHICALLY, BUT WITHIN THE EDUCATIONAL SYSTEM. I FIRMLY BELIEVE IT IS TIME NOW TO APPROACH PUBLIC EDUCATION AS AN ENTITIY, NOT SEGMENTED PARTS. ALTHOUGH URBAN AND RURAL SCHOOL DISTRICTS MAY HAVE DIVERSE NEEDS, THERE IS A COMMONALTY-STUDENTS IN THE TWENTIETH CENTURY HEADING INTO THE TWENTY-FIRST CENTURY. I NEED TO STATE HERE THAT THE FOLLOWING AREAS DISCUSSED ARE A COMBINATION OF AFFILIATION WITH PROFESSIONAL GROUPS AND TWENTY-SEVEN YEARS OF TEACHING IN RURAL AND URBAN SCHOOLS: THEREFORE, I REPRESENT NOT MY AFFILIATIONS, BUT MY OBSERVATIONS. I FURTHER MUST STATE THAT EDUCATION, IN MY CURRICULUM AREA-ENGLISH, MUST STRIVE FOR UNITY, AND THEREFORE, AS I ADDRESS SOME ISSUES AND RECOMMENDATIONS IN A RURAL SETTING, I DO FEEL THEY, IN MANY SITUATIONS, ARE GERMANE/APPLICABLE TO URBAN EDUCATION AS WELL. I WOULD LIKE TO SET FORTH THE FOLLOWING AGENDA (IT IS PERSONAL), BUT HOPEFULLY ADDRESSES ISSUES NOW BEING FACED.

I BELIEVE IN POSITIVE ADDRESS, ALTHOUGH AT TIMES DIFFICULT, WHEN TALKING ABOUT EDUCATION. I AM PROUD TO BE A TEACHER, I AM PROUD OF PUBLIC EDUCATION, AND I FIRMLY BELIEVE IT IS TIME THAT THE NEWS BITES AND POLITICAL DOGMA BE UNDERPLAYED, AND THE REAL TOPIC ADDRESSED-EDUCATING ALL THE STUDENTS IN THE UNITED STATES.

MY FIRST PROPOSAL IS NETWORKING: I FIRMLY BELIEVE THAT A

CONCENTRATION AT THE NATIONAL OR STATE LEVEL IS COUNTERPRODUCTIVE. I WOULD LIKE TO SEE REGIONAL EDUCATIONAL AREAS ESTABLISHED IN MISSOURI-TO INCLUDE RURAL SCHOOLS, URBAN SCHOOLS, AND HIGHER LEARNING INSTITUTIONS. I WOULD ADVOCATE ESTABLISHMENT OF EDUCATIONAL AREAS THAT PROVIDE SEVERAL SERVICES:

1) HELP IN ESTABLISHING CURRICULUM GUIDES
2) PLACEMENT OF STUDENT TEACHERS
3) AUDIO/VISUAL SELECTION/DISTRIBUTION
4) IN-SERVICE WORKSHOPS...A CONSORTIUM APPROACH FOR ENGLISH TEACHERS
5) STATE TESTING...IMPLEMENTATION/RESULTS...UNITS ADDRESSING NEED
6) ESTABLISHMENT OF TEACHER/STUDENT EVALUATION PROCEDURES

AND 7) CLEARING HOUSE FOR GOALS/NEEDS OF SCHOOL DISTRICTS WITHIN THAT REGION

THE CONSIDERATION OF INCOME, POPULATION, AND GEOGRAPHIC AREA WOULD DICTATE THE FORMATION. THERE IS NO REASON WHY AN URBAN AREA MUST BE IN ONE GEOGRAPHIC AREA. I DO FEEL THAT THE STATE WRITING ASSESSMENT HAS BEEN A REAL IMPETUS FOR NETWORKING IN MISSOURI SCHOOLS. TEACHERS OF ENGLISH FROM ALL SCHOOL DISTRICTS OF MISSOURI ARE ABLE TO MEET AND EXCHANGE IDEAS AND CONCERNS...THIS ASPECT IS A PROGRAM IN THE RIGHT DIRECTION. HOWEVER, WITH REGIONAL DISTRICTS, UPON RESULTS-THE ENGLISH PERSONNEL WITHIN A DISTRICT COULD WORK TOGETHER ON AREAS OF CONCERN. FURTHER, WITH REGIONAL AREA ESTABLISHMENT, THE ENGLISH PERSONNEL CAN HELP IDENTIFY AND

WORK WITH SCHOOL DISTRICTS IN WRITING AND PROCURING INCENTIVE GRANTS THAT ARE NECESSARY. I AM A FIRM BELIEVER THAT FAR TOO OFTEN IN EDUCATION, WE HAVE THE REVERSE SITUATION-ALL RULINGS COME FROM UPWARD-DOWNWARD. A GOOD PROGRAM HAS A FIRM FOUNDATION AND THIS IS FROM LOCAL, TO REGIONAL, TO STATE, AND HOPEFULLY TO NATIONAL.

PROPOSAL TWO: QUALIFIED TEACHERS: THE RURAL TEACHERS IN MISSOURI ARE QUALIFIED, WELL QUALIFIED: HOWEVER, IN THIS PROPOSAL I BELIEVE THAT FIRST-HIGHER EDUCATION NEEDS TO RECOGNIZE THAT THERE ARE RURAL SCHOOLS ACROSS MISSOURI, AND THEREFORE, TEACHER TRAINING HAS TO CONSIDER THIS ASPECT. IN STUDENT TEACHING IT IS NECESSARY-AT THE LEAST TO HAVE A UNIT DISCUSSING RURAL EDUCATION'S UNIQUENESS IN SOME RESPECTS. FURTHER, STUDENT TEACHERS NEED TO EXPERIENCE A VARIETY OF TEACHING SITUATIONS: URBAN/RURAL, AT RISK STUDENTS/HONOR STUDENTS, CULTURAL DIVERSITY, EXPERIENCED TEACHERS/NEW TEACHERS, AND SCHOOL SYSTEMS ADEQUATELY FUNDED AND THOSE FIGHTING FOR THEIR EXISTENCE. ANOTHER ASPECT, AND EXCUSE MY SPORTS ANALOGY, WHEN THE U.S. SENT A MEN"S BASKETBALL TEAM TO THE OLYMPICS-THEY CHOSE THE BEST. MANY LOCAL TEACHERS ARE EXCELLENT: HOWEVER, DUE TO FINANCIAL AND OTHER CONSIDERATIONS, A LOCAL SCHOOLBOARD CHOOSES TEACHERS BASED ON AVAILABILITY...THIS SHOULD NOT BE DONE. LIKE THE BASKETBALL TEAM-ALL SCHOOLS NEED THE BEST TO PROVIDE A POSITIVE OUTCOME. THEREFORE, WITH THE AID OF FINANCIAL RECONSIDERATION AND TRAINING, THE RURAL SCHOOLS WOULD BE ABLE TO ATTRACT MORE TEACHERS. LET ME SAY HERE, THAT I FEEL

THERE ARE EXCELLENT TEACHERS IN RURAL AND URBAN SCHOOLS...LIKE ALL PROFESSIONS THE DEGREE OF ACCOUNTABILITY HAS A DIVERSE RANGE. FURTHER, THERE ARE TIMES WHEN I HEAR THE COMMENT THAT RURAL TEACHERS-DUE TO SEVERAL CONDITIONS-NEED TO BE MORE CREATIVE-PERHAPS, BUT WHY? I NO LONGER ADVOCATE, NOR ACCEPT THE IDEA THAT HAVING LESS LEADS TO CREATIVITY-LESS IS NOT PRODUCTIVE. A NEW PLAN OF DISTRIBUTION OF FINANCIAL SUPPORT IS NEEDED AND MUST BE PUT INTO EFFECT. THERE IS ABSOLUTELY NO LOGICAL REASON FOR SUCH DIVERSE FINANCIAL SITUATIONS FROM ONE SCHOOL TO ANOTHER: REGARDLESS IF RURAL OR URBAN. PUBLIC EDUCATION IS TO EDUCATE ALL-EQUALLY; AND THIS EQUALITY MEANS SUPPORT FOR All SCHOOL DISTRICTS, NOT JUST A FEW. IT IS TIME FOR THE STATE OF MISSOURI TO REALIZE THERE ARE NUMEROUS RURAL DISTRICTS ACROSS THIS STATE-AND ALL SCHOOLS NEED FINANCIAL, AS WELL AS EDUCATIONAL PROGRAM CONSIDERATION.

PROPOSAL THREE: ENGLISH OFFERINGS: RURAL SCHOOLS (AND URBAN SCHOOLS)-RATHER THAN ELIMINATING OFFERINGS NEED TO LOOK AT OTHER OPTIONS. SCHEDULING AS DISCUSSED EARLIER IS JUST ONE CONSIDERATION. ANOTHER APPROACH IS TO BRING DOWN THAT LINE OF SEPARATE EDUCATIONAL DISCIPLINES: IT IS IMPORTANT TO REALIZE THAT THE EDUCATIONAL AGENDA IS AN ENTITY, NOT SEGMENTED PARTS -CROSS DISCIPLINE TEACHING AND CROSS DISCIPLINE OFFERINGS IS ANOTHER PRACTICAL STEP. TEACHING METHODS IS A THIRD CONSIDERATION...USE OF TEAM-TEACHING, OR GROUP TEACHING IS ANOTHER PROSPECT. GOING TO THE COMMUNITY FOR VOLUNTEER HELP FROM PARENTS AND OTHER

COMMUNITY MEMBERS IS ANOTHER APPROACH. I DO FEEL THAT FAR TOO OFTEN, WE EDUCATORS DO NOT TAKE THE OPPORTUNITY OF BRINGING IN PEOPLE FROM THE COMMUNITY WITH EXPERTISE. AS A TEACHER, I FEEL THAT EDUCATION IS A GROUP EFFORT-DO NOT ISOLATE, BUT EXPAND INVOLVEMENT FOR ONE PURPOSE-THE BEST POSSIBLE PROGRAM. I AM SURE THERE ARE OTHER POSSIBILITIES. WITH THE USE OF COMMUNITY PLANNING, I AM SURE OTHER PROSPECTS WILL BE FORTHCOMING.

PROPOSAL FOUR: CREDITS/GRADUATION: IN ENGLISH NOW-MY SCHOOL SAYS FIVE FOR STUDENTS ENTERING THE NINTH GRADE. WHY IS THIS A MAGIC NUMBER? EVEN MORE IMPORTANT IS WHY THE STATE REQUIREMENT OF THREE-A MAGICAL NUMBER? WE MUST OFFER A VARIETY OF CLASSES FOR A DIVERSE POPULACE OF STUDENTS. STANDARDS MUST BE MAINTAINED, SO IT MUST BE ESTABLISHED ON A LOCAL BASIS (WITH QUIDELINES FROM THE STATE) AS TO THE NECESSITY FOR REQUIRED CREDITS: HOWEVER-GRADUATION MUST BE ESTABLISHED AS A PROGRAM WHERE ANY STUDENT CAN BEST PREPARE HIMSELF/HERSELF FOR THE FUTURE. IF WE CONSIDER THE FOUR BASIC CURRICULUM AREAS: MATH, SCIENCE, SOCIAL STUDIES, AND ENGLISH-WHY NOT STATE THAT A STUDENT WILL TAKE A COURSE-EACH YEAR WHILE IN HIGH SCHOOL-AS IS DONE IN ELEMENTARY EDUCATION, AND THEN EXPAND FROM THERE. AGAIN, THE LOCAL AND STATE COMMUNITIES MUST WORK TOGETHER. I MUST STATE HERE THAT COURSES OFFERED, MUST BE BASED ON EXCELLENCE: NOT WATERED DOWN COURSES, WITH IMPRESSIVE TITLES.

PROPOSAL FIVE: TEACHER RETRAINING: TEACHERS, REGARDLESS

OF GEOGRAPHIC LOCATION, NEED TO BE GRANTED SABBATICAL LEAVES TO WORK ON IMPROVING THEIR INSTRUCTION AND SEEKING-IF THEY DESIRE-HIGHER DEGREES. A COMBINED EFFORT COULD BE INSTIGATED BY LOCAL SCHOOL DISTRICTS, STATE AUSPICES, AND HIGHER EDUCATIONAL INSTITUTIONS TO BETTER RETRAIN OR IMPROVE INSTRUCTION IN PUBLIC EDUCATION IN MISSOURI. A SABBATICAL FOR TEACHERS WOULD ENABLE ALL TEACHERS TO SECURE CLASSES, AND FURTHER THEIR EXPERTISE. LIKE ALL PEOPLE IN THE UNITED STATES, OR MOST, ANYWAY, TEACHERS HAVE FAMILIES AND FINANCIAL RESTRAINTS-TEACHERS NEED THE TIME AND FINANCIAL SUPPORT TO HELP PRODUCTIVITY OF THEIR FAMILIES. A LOCAL SYSTEM AFTER A DECIDED NUMBER OF YEARS OF EMPLOYMENT, SHOULD ISSUE SABBATICAL LEAVE FOR A TEACHER, WITH PAY, TO RETURN TO THE CLASSROOM FOR A SCHOOL YEAR. A TEACHER WOULD THEN BE EXPECTED TO RETURN TO THAT SCHOOL DISTRICT, AGAIN FOR A NUMBER OF DIRECTED YEARS. THIS TEACHER COULD THEN BRING BACK EXPERTISE TO HELP HIS/HER COLLEAGUES, SCHOOL, AND COMMUNITY.

PROPOSAL SIX: DEVELOPMENT OF THE AFFECTIVE DOMAIN: THE COGNITIVE IS AN IMPORTANT ASPECT IN THE EDUCATIONAL PROCESS: HOWEVER, WE TOO OFTEN IGNORE THE AFFECTIVE DOMAIN-THIS AREA IS NOT A CLASS IN UNDERWATER BASKETWEAVING, BUT A PROGRAM WHERE SPECIFICS ARE TAUGHT: VALUES-NOT PERSONAL VALUES, BUT VALUES SUCH AS RESPONSIBILITY, BEHAVIOR, TOLERANCE (RESPECT FOR OTHERS), THINKING SKILLS (BRAINSTORMING, DECISION MAKING, LEARNING THE PROCESS OF CONSENSUS), COMMUNICATION (STATING IDEAS IN A FORCEFUL, NOT BELLIGERENT MANNER),

INTERVIEWING, GETTING ALONG WITH PEERS, AND DEALING WITH SOCIAL ISSUES: DRUGS, ALCOHOL, AND SEX. BY ADDRESSING THE AFFECTIVE DOMAIN, THE COGNITIVE DOMAIN CAN BE APPROACHED-PERHAPS-WITH FEWER STUMBLING BLOCKS.

PROPOSAL SEVEN: EMPOWERMENT: IT IS NECESSARY NOW TO PROVIDE EMPOWERMENT FOR STUDENTS, TEACHERS, PARENTS, ADMINISTRATORS, AND SCHOOL BOARDS: THE COMMUNITY IN GENERAL. IT IS EVIDENT THAT A STUDENT, TODAY, CANNOT BE ISOLATED. HE/SHE MUST FACE A NATIONAL FOCUS: HOWEVER, THERE ARE ISSUES THAT MUST BE ADDRESSED THAT ARE LOCAL IN SPIRIT: THEREFORE, EMPOWERMENT MUST EXIST IN THE LOCAL COMMUNITY. FURTHER, A LOCAL COMMUNITY CAN BE ADHERED TO IN AN URBAN SETTING. WE TALK ABOUT CHOICE OF SCHOOLS FOR STUDENTS, WHY NOT DISCUSS A CHOICE FOR LOCAL SCHOOL DISTRICTS. A COMMUNITY CAN BE AND MUST BE A SCHOOL DISTRICT: THEREFORE, EMPOWERMENT MUST BE ACHIEVED ON A LOCAL BASIS.

AFTER WORKING, GIVING INPUT INTO A NATIONAL ORGANIZATION ON RURAL EDUCATION-I HAVE FINALLY REACHED THE CONCLUSION THAT MORE OF MY TIME AND INPUT IS NEEDED LOCALLY. I HAVE BEEN A PART OF THE LOCAL COMMITTEES ESTABLISHING LOCAL GOALS, I HAVE BEEN ACTIVE IN MY STATE, SUCH AS THIS SPEECH TODAY AND ANOTHER IN FEBRUARY, AND FINALLY THE ENGLISH DEPARTMENT FROM ST. JAMES WILL BE PRESENTING THE TEN-BLOCK SCHEDULE:EMPHASIS ON WRITING AT THE NATIONAL CONVENTION OF NCTE IN NOVEMBER. THIS SCHEDULE IS THAT NEEDED BY STUDENTS:INVOLVEMENT LOCALLY, STATE WIDE, AND NATIONALLY. AS I QUICKLY APPROACH

MY THIRD DECADE OF TEACHING, AND WITH ANOTHER DECADE OR TWO TO GO, IN TEACHING, I WANT TO STRESS THE POSITIVE, AND FURTHER, STRESS THE NEED TO SPEAK OUT, FULLY, AGAINST THE NEGATIVE. I WANT TO EXPERIENCE A DAY WHEN ST. JAMES, MISSOURI, AND THE UNITED STATES STOPS BADGERING AN EDUCATIONAL SYSTEM-PUBLIC EDUCATION-AND BEGINS IDENTIFYING NEEDS AND THEN EMPLOYING REMEDIES. I WANT A COUNTRY WHERE STUDENTS GRADUATE FROM HIGH SCHOOL POSSESSING LIVING SKILLS TO DEAL WITH THE DAY-TO-DAY LIFE THAT WE ALL FACE. I WANT AN EDUCATIONAL SYSTEM THAT DEMONSTRATES INVOLVEMENT OF ALL CITIZENS, WITH INPUT FROM THE LOCAL TO THE NATIONAL LEVELS. AND FINALLY, I WANT AN EDUCATIONAL AGENDA PLANNED BY, EXECUTED BY, THE NEEDS AND GOALS OF STUDENTS, EDUCATORS, PARENTS, AND COMMUNITIES: NOT A POLITICAL AGENDA THAT ADDRESSES THE VIEWS OF ONE SEGMENT OF SOCIETY. THEREFORE, I WANT A DEPARTMENT OF EDUCATION (IF ONE IS NECESSARY) THAT ADDRESSES THE NEEDS AND TRIUMPHS, AND DOES NOT STRESS THE NEGATIVES, AND FURTHER, I WANT A NATIONAL EDUCATION DEPARTMENT THAT ACCORDING TO THE VIKING DESK ENCYCLOPEDIA FOLLOWS ITS DIRECTIVE TO: COLLECT AND DISSEMINATE INFORMATION ON EDUCATION AND TO PROMOTE BETTER U.S. EDUCATIONAL STANDARDS." RURAL EDUCATION, ALL PUBLIC EDUCATION, ALL EDUCATION IN THE UNITED STATES IS NOW READY TO STAND UP AND SAY-LETS WORK TOGETHER, PUTTING ASIDE POLITICAL AGENDAS, AND ROLL UP OUR SLEEVES AND PROVIDE THE U.S. YOUTH THE BEST WE CAN OFFER.

I HAVE LISTENED TO CANDIDATES-BUSH AND QUAYLE, CLINTON AND GORE, CARNAHAN, WEBSTER: I HAVE LISTENED TO THE SECRETARY

OF EDUCATION, I HAVE LISTENED TO THE EXPERTS IN EDUCATION... AND I AM CONFUSED. IT IS TIME THAT THEY LISTEN TO STUDENTS, LISTEN TO TEACHERS, LISTEN TO ADMINISTRATORS, LISTEN TO SCHOOL BOARDS, LISTEN TO PARENTS, LISTEN TO COMMUNITY EDUCATIONAL SUPPORTERS-PLEASE, JUST LISTEN.

page 17